

Textbook Alignment to the Utah Core – Eighth Grade Integrated Science

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes N/A No N/A

Name of Company and Individual Conducting Alignment:
No approved Independent Alignment Vendor required for this correlation

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

- ☐ On record with the USOE.
- ☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): **Eighth Grade Integrated Science Core Curriculum**

Title: Science Explorer: Physical Science © 2007 ISBN#: 0-13-201252-9 (SE); 0-13-2012523-7 (TE)

Publisher: Pearson publishing as Prentice Hall

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum:
69%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 64%

STANDARD I: Students will understand the nature of changes in matter.

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ 100 %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ 100 %	
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) <i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: Describe the chemical and physical properties of various substances.			
a.	Differentiate between chemical and physical properties.	SE/TE: 35-37, 50-52	TR: Transparency: PS10, 14, 15; Guided Reading: 107-109, 123-124; Section Summary: 106, 122; Review and Reinforce: 110, 125; Enrich: 111, 126; Lab Manual: 11, 51 TECH: PresentationExpress; www.SciLinks.org: scn-111 Student Edition on Audio CD; Discovery School: Introduction to Matter; PHSchool.com: cgp-1013, cgh-1010; Student Express CD-ROM
b.	Classify substances based on their chemical and physical properties (e.g., reacts with water, does not react with water, flammable or nonflammable, hard or soft, flexible or nonflexible, evaporates or melts at room temperature).	SE/TE: 35-37, 50-52, 175-176	TR: Transparency: PS10, 14, 15; Guided Reading: 107-109, 123-124; Section Summary: 106, 122; Review and Reinforce: 110, 125; Enrich: 111, 126; Lab Manual: 11, 51, 48 TECH:

			PresentationExpress; www.SciLinks.org: scn-111 Student Edition on Audio CD; Discovery School: Introduction to Matter; PHSchool.com: cgp-1013, cgh-1010; Student Express CD-ROM	
c.	Investigate and report on the chemical and physical properties of a particular substance.	SE/TE: 35-37, 44-49, 50-52, 118, 119, 129, 130, 173, 175, 185	TR: Transparency: PS10, 12, 14, 15, 98; Guided Reading: 107-109, 114-116, 123-124; Section Summary: 106, 113, 122; Review and Reinforce: 110, 117, 125; Enrich: 111, 118, 126; Lab Manual: 11, 20, 51 TECH: PresentationExpress; www.SciLinks.org: scn-111 Student Edition on Audio CD; Discovery School: Introduction to Matter; PHSchool.com: cgp-1013, cgh-1010; Student Express CD-ROM; Lab Activity Video/DVD: Making sense of density; PHSchool.com: cgd-1012	
Objective 1.2: Observe and evaluate evidence of chemical and physical change.				
a.	Identify observable evidence of a physical change (e.g., change in shape, size, phase).	SE/TE: 50-51, 70-95, 186	TR: Transparency: PS10, 14, 15, 18, 20, 21, 23-25, 27; Guided Reading: 107-109, 123-124, 169-171, 176-178, 185-187, 192-194; Section	

			<p>Summary: 106, 122, 168, 175, 184, 191; Review and Reinforce: 110, 125, 172, 179, 188, 195; Enrich: 111, 126, 173, 180, 189, 196; Lab Manual: 11, 15, 17, 51 TECH: PresentationExpress; www.SciLinks.org: scn-111, 1124; Student Edition on Audio CD; Discovery School: Introduction to Matter, Solids, Liquids and Gases; PHSchool.com: cgp-1013, cgh-1010, cgd-1022, cgp-1023; Lab Activity Video/DVD: Melting Ice, It's a Gas; Student Express CD-ROM</p>	
b.	Identify observable evidence of a chemical change (e.g., color change, heat or light given off, change in odor, gas given off)	SE/TE: 52-53, 186, 188	<p>TR: Transparency: PS10, 14, 15; Guided Reading: 107-109, 123-124; Section Summary: 106, 122; Review and Reinforce: 110, 125; Enrich: 111, 126; Lab Manual: 11, 14, 51, 48 TECH: PresentationExpress; www.SciLinks.org: scn-111 Student Edition on Audio CD; Discovery School: Introduction to Matter; PHSchool.com: cgp-1013, cgh-1010; Student Express CD-ROM</p>	
c.	Observe and describe chemical reactions involving atmospheric oxygen (e.g., rust, fire, respiration,	SE/TE: 52, 191	<p>TR: Transparency: PS10, 14, 15; Guided Reading:</p>	

	photosynthesis).		107-109, 123-124; Section Summary: 106, 122; Review and Reinforce: 110, 125; Enrich: 111, 126; Lab Manual: 11, 14, 48, 51 TECH: PresentationExpress; www.SciLinks.org: scn-111 Student Edition on Audio CD; Discovery School: Introduction to Matter; PHSchool.com: cgp-1013, cgh-1010; Student Express CD-ROM	
d.	Investigate the effects of chemical change on physical properties of substances (e.g., cooking a raw egg, iron rusting, polymerization of a resin).	SE/TE: 37, 52	TR: Transparency: PS10, 14, 15; Guided Reading: 107-109, 123-124; Section Summary: 106, 122; Review and Reinforce: 110, 125; Enrich: 111, 126; Lab Manual: 11, 14, 51 TECH: PresentationExpress; www.SciLinks.org: scn-111 Student Edition on Audio CD; Discovery School: Introduction to Matter; PHSchool.com: cgp-1013, cgh-1010; Student Express CD-ROM	
Objective 1.3: Investigate and measure the effects of increasing or decreasing the amount of energy in a physical or chemical change, and relate the kind of energy added to the motion of the particles.				
a.	Identify the kinds of energy (e.g., heat, light, sound) given off or taken in when a substance undergoes a chemical or	SE/TE: 58-63, 76-82, 190, 191, 486-490	TR: Transparency: PS20, 21, 152; Guided	

	physical change.		<p>Reading: 129-130, 176-178, 386-389; Section Summary: 128, 175, 385; Review and Reinforce: 131, 179, 390; Enrich: 132, 179, 391; Lab Manual: 8, 15</p> <p>TECH: PresentationExpress CD-ROM; StudentExpress CD-ROM; PHSchool.com cgd-1022; Lab Activity Video/DVD: Melting Ice, Isolating Copper by Electrolysis; Discovery School: Thermal Energy and Heat; www.Scilinks.org: scn-1114, 1363</p>	
b.	Relate the amount of energy added or taken away from substance to the motion of molecules in the substance.	SE/TE: 76-82	<p>TR: Transparency: PS20, 21; Guided Reading: 176-178; Section Summary: 175; Review and Reinforce: 179; Enrich: 179; Lab Manual: 15</p> <p>TECH: PresentationExpress CD-ROM; StudentExpress CD-ROM; PHSchool.com cgd-1022; Lab Activity Video/DVD</p>	
c.	Measure and graph the relationship between the states of water and changes in its temperature.	SE/TE: 80, 82, 190	<p>TR: Lab Manual: 15</p> <p>TECH: PHSchool.com: cgd-1022</p>	
d.	Cite evidence showing that heat may be given off or taken during a chemical change (e.g., striking a match, mixing vinegar and antacid, mixing ammonium chloride and water)	SE/TE: 52-55, 60, 190-191, 192	<p>TR: Lab Manual: 44, 48; Guided Reading: 373-375; Section Summary: 372; Review and Reinforce: 376; Enrich:</p>	

			377 TECH: www.SciLinks.org: scn-1114, scn-1221; Lab Activity Video/DVD: Where's the Evidence; PresentationExpress CD-ROM; StudentExpress CD-ROM	
e.	Plan and conduct an experiment, and report the effect of adding or removing energy on the chemical and physical changes.	SE/TE: 63, 192	TR: Lab Manual: 16, 10, 44 TECH: Lab ActivityVideo/DVD: Where's the Evidence?; PresentationExpress CD-ROM; StudentExpress CD-ROM	
Objective 1.4: Identify the observable features of chemical reactions.				
a.	Identify the reactants and products in a given chemical change and describe the presence of the same atoms in both the reactants and products.	SE/TE: 194-202	TR: Tranparency: PS60, 98, 61, 62; Gudied Reading: 384-388; Secton Summary: 383; Review and Reinforce: 389; Enrich: 390 TECH: PresentationExpress CD-ROM; StudentExpress CD-ROM; Student Edition on Audio CD-ROM; PHSchool.com: cgh-2020, cgp-2022; Discovery School: Chemical Reactions	
b.	Cite examples of common significant chemical reactions (e.g., photosynthesis, respiration, combustion, rusting) in daily life.	SE/TE: 202-203, 176-177	TR: Transparency: PS154 TECH: Discovery School: Atoms and bonding; PHSchool.com: cgh-2020	
c.	Demonstrate that mass is conserved in a chemical reaction	SE/TE: 53, 196	TR: Tranparency: PS61,	

	(e.g., mix two solutions that result in a color change or formation of a precipitate and weigh the solutions before and after mixing).		62; Guided Reading: 384-388; Section Summary: 383; Review and Reinforce: 389; Enrich: 390 TECH: PresentationExpress CD-ROM; StudentExpress CD-ROM; Student Edition on Audio CD-ROM; PHSchool.com: cgh-2020, cgp-2022; Discovery School: Chemical Reactions	
d.	Experiment with variables affecting the relative rates of chemical changes (e.g., heating, cooling, stirring, crushing, concentration).	SE/TE: 204-211	TR: Transparency: PS64, 65; Guided Reading: 393-396; Section Summary: 392; Review and Reinforce: 397; Enrich: 398; Lab Manual: 48 TECH: PresentationExpress CD-ROM; StudentExpress CD-ROM; Student Edition on Audio CD-ROM; PHSchool.com: cgd-2023; Discovery School: Chemical Reactions; Lab Activity Video/DVD: Temperature and Enzyme Activity	
e.	Research and report on how scientists or engineers have applied principles of chemistry to an application encountered in daily life (e.g., heat-resistant plastic handles on pans, rust-resistant paints on highway bridges).	SE/TE: 202-203, 278-279, 282-283, 494-495	TR: Transparency: PS156 TECH: PHSchool.com: cgh-2020, cgh-1040; www.SciLinks.org: scn-1224	
STANDARD II: Students will understand that energy from sunlight is changed to chemical energy in plants, transfers between living organisms, and that changing the environment may alter the amount of energy provided to living organisms.				

Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ <u>36</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ <u>27</u>%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #’s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #’s, etc.)	<i>Not covered in TE, SE or ancillaries ✓</i>
Objective 2.1: Compare ways that plants and animals obtain and use energy.				
a.	Recognize the importance of photosynthesis in using light energy as part of the chemical process that builds plant materials.	SE/TE: 61	TR: Guided Reading: 129-130; Section Summary: 128; Review and Reinforce: 131 TECH: www.SciLinks.org: scn-1114	
b.	Explain how respiration in animals is a process that convert food energy into mechanical and heat energy.	SE/TE: 250-253	TR: Transparency: PS81; Guided Reading: 474-475; Section Summary: 473; Review and Reinforce: 476; TECH: www.SciLinks.org: scn-1235; Student Edition on Audio CD; PresentationExpress CD-ROM; StudentExpress CD-ROM	
c.	Trace the path of energy from the sun to mechanical energy in an organism (e.g., sunlight - light energy to plants by photosynthesis to sugars - stored chemical energy to respiration in muscle cell - usable chemical energy to muscle contraction- mechanical energy).	SE/TE: 464	TR: Transparency: PS147; Guided Reading: 329-330; Section Summary: 328; Review and Reinforce: 331; Enrich: 332	

			TECH: PresentationExpress CD-ROM, StudentExpress CD-ROM; Student Edition on Audio CD; Discovery School: Energy	
Objective 2.2: Generalize the dependent relationships between organisms.				
a.	Categorize the relationships between organisms (i.e., producer/consumer/decomposer, predator/prey, mutualism/parasitism) and provide examples of each.			
b.	Use models to trace the flow of energy in food chains and food webs.			
c.	Formulate and test a hypothesis on the effects of air, temperature, water, or light on plants (e.g., seed germination growth rates, seasonal adaptations).	SE/TE: 464		
d.	Research multiple ways that different scientists have investigated the same ecosystem.			
Objective 2.3: Analyze human influence on the capacity of an environment to sustain living things.				
a.	Describe specific examples of how humans have changed the capacity of an environment to support specific life forms (e.g., people create wetlands and nesting boxes that increase the number and range of wood ducks, acid rain damages amphibian eggs and reduces population of frogs, clear cutting forests affects squirrel populations, suburban sprawl reduce mule deer winter range thus decreasing numbers of deer).			
b.	Distinguish between inference and evidence in a newspaper			

	or magazine article relating to the effect of humans on the environment.			
c.	Infer the potential effects of humans on a specific food web			
d.	Evaluate and present arguments for and against allowing a specific species of plant or animal to become extinct, and relate the argument to the of flow energy in an ecosystem.			
STANDARD III: Students will understand the processes of rock and fossil formation.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ <u>26</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ <u>16</u>%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #’s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #’s, etc.)	<i>Not covered in TE, SE or ancillaries ✓</i>
Objective 3.1: Compare rocks and minerals and describe how they are related.				
a.	Recognize that most rocks are composed of minerals.			
b.	Observe and describe the minerals found in rocks (e.g., sha color, luster, texture, hardness).			
c.	Categorize rock samples as sedimentary, metamorphic, or igneous.			
Objective 3.2: Describe the nature of the changes that rocks undergo over long periods of time.				

a.	Diagram and explain the rock cycle.			
b.	Describe the role of energy in the processes that change rock materials over time.			
c.	Use a model to demonstrate how erosion changes the surface of Earth.			
d.	Relate gravity to changes in Earth's surface.			
e.	Identify the role of weathering of rocks in soil formation.			
f.	Describe and model the processes of fossil formation.	SE/TE: 463		
Objective 3.3: Describe how rock and fossil evidence is used to infer Earth's history.				
a.	Describe how the deposition of rock materials produces layering of sedimentary rocks over time.	SE/TE: 463		
b.	Identify the assumptions scientists make to determine relative ages of rock layers.			
c.	Explain why some sedimentary rock layers may not always appear with youngest rock on top and older rocks below (i.e. folding, faulting).			
d.	Research how fossils show evidence of the changing surface of the Earth.			
e.	Propose why more recently deposited rock layers are more likely to contain fossils resembling existing species than older rock layers.			
Objective 3.4: Compare rapid and gradual changes to Earth's surface.				

a.	Describe how energy from the Earth's interior causes changes to Earth's surface (i.e., earthquakes, volcanoes).	SE/TE: 530-533	TR: Guided Reading: 74-75; Section Summary: 73; Review and Reinforce: 77; Enrich: 78; Transparency: PS170 TECH: PresentationExpress CD-ROM, StudentExpress CD-ROM; Student Edition on Audio CD; www.Scilinks.org: scn-1514; Discovery School: Characteristics of Waves	
b.	Describe how earthquakes and volcanoes transfer energy from Earth's interior to the surface (e.g., seismic waves transfer mechanical energy, flowing magma transfers heat and mechanical energy).	SE/TE: 530-533	TR: Guided Reading: 74-75; Section Summary: 73; Review and Reinforce: 77; Enrich: 78; Transparency: PS170 TECH: PresentationExpress CD-ROM, StudentExpress CD-ROM; Student Edition on Audio CD; www.Scilinks.org: scn-1514; Discovery School: Characteristics of Waves	
c.	Model the process of energy buildup and release in earthquakes.		TR: 530	
d.	Investigate and report possible reasons why the best engineering or ecological practices are not always followed making decisions about building roads, dams, and other structures.	SE/TE: 500-503		
e.	Model how small changes over time add up to major changes to Earth's surface.			

STANDARD IV: Students will understand the relationships among energy, force, and motion.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ <u>100</u>%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #’s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #’s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Investigate the transfer of energy through various materials.				
a.	Relate the energy of a wave to wavelength.	SE/TE: 515-520	TR: Transparency: PS162; Lab Manual: 140, 145; Guided Reading: 54-56; Section Summary: 53; Review and Reinforce: 57; Enrich: 58 TECH: PresentationExpress CD-ROM, StudentExpress CD-ROM; Student Edition on Audio CD; Lab Activity Video/DVD: Wavy Motion; PHSchool.com: cgd-5012	
b.	Compare the transfer of energy (i.e., sound, light, earthquakes, waves, heat) through various mediums.	SE/TE: 479-485, 510-514, 543	TR: Transparency: PS151; Guided Reading: 376-378, 47-49; Section Summary: 375, 46; Review and Reinforce: 379, 50; Enrich: 380, 51; Lab Manual: 133	

			TECH: PresentationExpress CD-ROM, StudentExpress CD-ROM; Student Edition on Audio CD; Lab Activity Video/DVD: Just Add Water; www.Scilinks.org : scn-1362, 1511	
c.	Describe the spread of energy away from an energy-producing source.	SE/TE: 472-478	TR: Transparency: PS 151; Guided Reading: 367-369; Section Summary: 366; Review and Reinforce: 370; Enrich: 371; TECH: PresentationExpress CD-ROM, StudentExpress CD-ROM; Student Edition on Audio CD; Discovery School: Thermal Energy and Heat www.Scilinks.org : scn-1361	
d.	Compare the transfer of heat by conduction, convection, and radiation and provide examples of each.	SE/TE: 480-481	TR: Transparency: PS151Guided Reading: 376-378; Section Summary: 375; Review and Reinforce: 379; Enrich: 380; Lab Manual: 133 TECH: PresentationExpress CD-ROM, StudentExpress CD-ROM; Student Edition on Audio CD; Lab Activity Video/DVD: Just Add Water; www.Scilinks.org : scn-1362	

e.	Demonstrate how white light can be separated into the visible color spectrum.	SE/TE: 578, 616	TR: Lab Manual: 167 TECH: Interactive Text	
Objective 4.2: Examine the force exerted on objects by gravity.				
a.	Distinguish between mass and weight.	SE/TE: 345	TR: Transparency: PS111; Guided Reading: 115-118; Section Summary: 114; Review and Reinforce: 119; Enrich: 120 TECH: PresentationExpress CD-ROM; StudentExpress CD-ROM; Student Edition on Audio CD-ROM; www.SciLinks.org: scn-1322	
b.	Cite examples of how Earth's gravitational force on an object depends upon the mass of the object.	SE/TE: 344-345	TR: Guided Reading: 115-118; Section Summary: 114; Review and Reinforce: 119; Enrich: 120 TECH: PresentationExpress CD-ROM; StudentExpress CD-ROM; Student Edition on Audio CD-ROM; www.SciLinks.org: scn-1322	
c.	Describe how Earth's gravitational force on an object depends upon the distance of the object from Earth.	SE/TE: 344, 346	TR: Guided Reading: 115-118; Section Summary: 114; Review and Reinforce: 119; Enrich: 120 TECH: PresentationExpress CD-ROM; StudentExpress CD-ROM; Student Edition	

			on Audio CD-ROM; www.SciLinks.org: scn-1322	
d.	Design and build structures to support a load.	SE/TE: 405	TR: Chapter Project Scoring Rubric TECH: Interactive Text	
e.	Engineer (design and build) a machine that uses gravity to accomplish a task.	SE/TE: 333	TR: Chapter Project Scoring Rubric TECH: Interactive Text	
Objective 4.3: Investigate the application of forces that act on objects, and the resulting motion.				
a.	Calculate the mechanical advantage created by a lever.	SE/TE: 416, 426	TECH: Interactive Text	
b.	Engineer a device that uses levers or inclined planes to create a mechanical advantage.	SE/TE: 434-436	TR: Lab Manual: 113 TECH: Lab Activity Video/DVD: Angling for Access	
c.	Engineer a device that uses friction to control the motion of an object.	SE/TE: 338-339	TR: Lab Manual: 88 TECH: Lab Activity Video/DVD: Sticky Sneakers	
d.	Design and build a complex machine capable of doing a specified task.	SE/TE: 405	TR: Chapter Project Scoring Rubric TECH: Interactive Text	
e.	Investigate the principles used to engineer changes in force and motion.	SE/TE: 334-339	TR: Transparency: PS109; Guided Reading: 105-106; Section Summary: 104; Review and Reinforce: 107; Enrich: 108; Lab Manual: 88 TECH: PresentationExpress CD-ROM; StudentExpress CD-ROM; Student Edition on Audio CD; www.SciLinks.org: scn-	

			1321; Lab Activity Video/DVD: Sticky Sneakers	
Objective 4.4: Analyze various forms of energy and how living organisms sense and respond to energy.				
a.	Analyze the cyclic nature of potential and kinetic energy (e.g., a bouncing ball, a pendulum).	SE/TE: 440-449; 452, 456, 458, 460	TR: Transparency: PS144, 146, 148; Guided Reading: 303-304, 313-315, 318-320; Section Summary: 302, 308, 317; Review and Reinforce: 305, 311, 321; Enrich: 306, 312, 322; Lab Manual: 120, 123, 127 TECH: PresentationExpress CD-ROM, StudentExpress CD-ROM; Student Edition on Audio CD; Lab Activity Video/DVD: Can you Feel the Power?, Soaring Straws; PHSchool.com: cgp-3053; Discovery School: Energy; www.Scilinks.org: scn-1351, 1352	
b.	Trace the conversion of energy from one form of energy to another (e.g., light to chemical to mechanical).	SE/TE: 454-459	TR: Transparency: PS146; Guided Reading: 318-320; Section Summary: 317; Review and Reinforce: 321; Enrich: 322; Lab Manual: 123 TECH: PresentationExpress CD-ROM, StudentExpress CD-ROM; Student Edition	

			on Audio CD; Lab Activity Video/DVD: Soaring Straws; PHSchool.com: cgp-3053; Discovery School: Energy	
c.	Cite examples of how organisms sense various types of energy.	SE/TE: 565	TECH: Interactive Text	
d.	Investigate and report the response of various organisms to changes in energy (e.g., plant response to light, human response to motion, sound, light, insect's response to change in light intensity).	SE/TE: 565	TR: Guided Reading: 145-147; Section Summary: 144; Review and Reinforce: 148; Enrich: 149 TECH: PresentationExpress CD-ROM, StudentExpress CD-ROM; Student Edition on Audio CD; PHSchool.com: cgd-5025; Discovery School: Sound	
e.	Investigate and describe how engineers have developed devices to help us sense various types of energy (e.g., seismographs, eyeglasses, telescopes, hearing aids).	SE/TE: 522, 584-585, 634-641, 646-651	TR: Guided Reading: 280-283; Section Summary: 279; Review and Reinforce: 284; Enrich: 285; Transparency: PS210 TECH: PresentationExpress CD-ROM, StudentExpress CD-ROM; Student Edition on Audio CD; Discovery School: Light; www.Scilinks.org: scn-1545	